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The document provides a summary of special 4-H summer camps for disadvantaged youth in Arkansas. The camping experience in which the participants overcome inadequacies in social skills, self-discipline, self-confidence, and self-assurance is described. Major emphasis is given to the development of socialization skills and to health- and hygiene-related activities. Procedures followed in selecting participants, establishing camp procedures, and program activities are discussed. An extensive evaluation based on 3 years of summer camps is included. Related documents are RC 003 229 and RC 003 230. (JM)

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Camping
for disadvantaged youth

an informal educational approach

RC003228

AGRICULTURAL EXTENSION SERVICE, UNIVERSITY OF ARKANSAS DIVISION OF AGRICULTURE AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING

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FOREWORD

The Arkansas Extension Service in Cooperation with the Federal Extension Service has been engaged in a special four-year study (1964-68) to determine ways and means of expanding 4-H work to reach more youth from disadvantaged families. A number of educational approaches have been used to involve this clientele of youth. The purpose of this publication is to share some of the findings with regard to planning, executing and evaluating camping as an informal educational approach to reach these young people. This publication should be a helpful guide to other Extension Services, organizations and groups wishing to use this approach for reaching disadvantaged youth. Special acknowledgment is given to the National 4-H Club Foundation for their interest and support of this phase of the study.

Kenneth S. Bates, Assistant Director
Arkansas Agricultural Extension Service
Chairman, National Advisory Committee
Special Youth Project

This publication was prepared by Dr. Ulyss G. Word, 4-H Club Agent, Special Project, with the cooperation of George F. Metzler, Extension Recreation Specialist and Leo C. Rainey, Area Resource Development Agent.

SPECIAL YOUTH PROJECT MATERIALS

Educational information available on the Special Youth Project study include:

*MP 94: "Reaching the Unreached"
*MP 102: "Leadership for Reaching the Unreached"
*MP 103: "Camping for the Unreached"
**Movie: "Start Where They Are" (fifteen minutes)
***Project Literature:

Subject Area	No. Units	Subject Area	No. Units
Clothing-Grooming	Eleven	Health	Four
Electricity	Six	Home Improvement	One
Foods	Seven	Home Management	Ten
Gardening	One	Recreation Camping	Five
Handicrafts	Three	Woodworking	Seven

*Single copies may be requested without charge from the Arkansas Agricultural Extension Service. Requests should be mailed to the address listed below.

**Preview copy may be obtained from the Federal Extension Service, U.S.D.A., Washington, D.C.

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INTRODUCTION

Area Special 4-H Camp

In June, 1964 the Arkansas Extension Service entered into a contractual arrangement with the Federal Extension Service to study ways and means of reaching more youth from low-income families. After certain administrative management procedures had been worked out, the first step was to determine the major obstacles which prevent these youth from participating in youth work. Some of the major variables considered in the study were: leadership, literature, training, project resources, group organization, incentives and awards, recognition, camps, workshops, and Mobile Unit for training.

In the initial stages of the study, information was received from the Howell County, Missouri Extension staff regarding their experience with a camp for disadvantaged youth. The staff felt that camping offered an opportunity to help some youth who otherwise may not be helped. It seemed this type of activity was another approach of reaching disadvantaged youth and would merit further testing in the total framework of the Arkansas Special Youth Project.

The first camp was held in the summer of 1965 and two others in 1967. In 1966 several week-long camps were planned to be funded by the Office of Economic Opportunity. These funds were not approved by the regional office, and time was not sufficient to secure local support to carry out the program as planned.

The first camp involved disadvantaged youth from Independence County. The local Extension agents were enthusiastic about the idea and thought sufficient support and cooperation was available among local people. The Independence County Family Living Committee of the County Development Council accepted the camp as one of their major projects and was responsible for giving major leadership to all three camps. The Extension Area Resource Development Agent served as secretary and coordinator for the two camps in 1967.

The state Extension Recreation Specialist and 4-H Agent, Special Project worked closely with the area committee chairman and coordinator in planning, executing, and evaluating the activity.

The purpose of this publication is to share some of the details of this approach with all parties who are interested in work with this clientele of youth. This approach could be duplicated in many counties throughout the nation. The remainder of this publication will refer primarily to the two 1967 camps; however, some reference will also be made to the 1965 camping experience.

Mr. Howard Young, Independence County Extension Agent, explained plans for the camp to a parent.

Time seemed to pass so slow while campers anxiously waited for their ride to camp.

Leaving home for the first time was not easy.

PURPOSE OF CAMP

The purpose of the Area Special 4-H Camp was to provide disadvantaged youth with opportunities to overcome some of their inadequancies in social skills, self-discipline, self-confidence, and self-assurance. If young people do not develop these before they become adults, they will find it increasingly difficult to adjust their behavior to fit into larger society.

Attending an organized camp one or two weeks during the summer has become quite common among youth from middle and upper income families. Camping may serve as a basis for providing appropriate educational experiences for disadvantaged youth. In designing a program for this type of activity, one must keep in mind both personal and group relationships. In the area of personal relationship, four basic needs have been identified, and to a degree, all may be experienced by-youth in camping. These needs include:

1. *The need for new experiences.* Only a few had ever attended a camp previously. Most had never stayed away from home overnight nor had an opportunity to participate in the various project skills, recreation, or group activities.

2. *The need for response.* This need was provided and built into the program. Each group organized had an older youth as counselor in addition to other volunteer adults and Extension staff members. Individual participants received attention according to their needs. The program was designed so that each individual could have a successful achievement in whatever activity of the camp they desired to participate.

3. *The need for security.* This need includes physical and psychological, as well as social security. The program was designed to meet these needs. The youth were never asked to do anything until the staff was sure they had the ability, self-confidence, and self-assurance to carry out the responsibilities. The project work included items which started with elementary skills. Program responsibilities were mostly carried out as a group.

4. *The need for recognition.* The program was designed to develop acceptable attitudes, knowledge, and skills in order that participants might be recognized for their individual accomplishments.

Most motivational needs are brought about by group relationships. The program was planned to maximize interaction of the youth, to obtain stronger bonds of friendships, and to build group feeling. The staff attempted to constantly keep in mind the needs, interests, and backgrounds of the youth, realizing the program must start where the young people are; and, in most cases, this is at a much more elementary level than most people realize.

New clothes were purchased for the occasion.

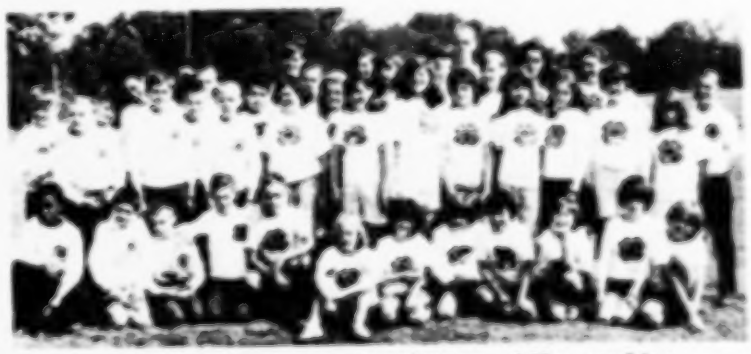
Close friends and loyalty were built through small groups.

PROGRAM OBJECTIVES

Youth oriented objectives were to:

Provide an educational environment to improve attitudes and feelings, and to increase knowledge, understanding, and skills of disadvantaged youth.

- Develop a sense of self-worth
- Develop self-confidence
- Develop spiritual and moral values
- Help them overcome dispair and suspicion of the outside world
- Develop social skills and self-discipline
- Develop initiative and a desire to help themselves.



The camp group sporting their new 4-H sweatshirts.

Mrs. Howard Howe of the Batesville Junior Auxiliary provided a friendly welcome.

Paul Shaver, camp counselor, demonstrates how to wash hair.

The Dining Hall was a very popular place.

Agent oriented objectives were to:

1. Help agents and leaders gain a greater insight in providing an educational environment for disadvantaged youth.
2. Provide agents and leaders an opportunity to gain experience in planning, organizing, executing, and evaluating this type of educational experience for disadvantaged youth.
3. Provide agents and leaders an opportunity to learn more about the behavior of disadvantaged youth.
4. Help agents and leaders gain proper rapport with disadvantaged youth and their families.

PROGRAM PROCEDURE

Successful planning, execution and evaluation of a camp experience for the disadvantaged requires extensive prior planning and cooperation by many individuals and organizations. The five-county area involved is located in the foothills of the Arkansas Ozark Mountain region. The area has a rather high percent of low-income families. Since the activity involved five counties, the Area Resource Development Agent, Leo Rainey, agreed to serve as camp coordinator and Mrs. Martha Roll, a well-known lay leader in the area, accepted responsibility for overall leadership. Extension Home Economists in each of the five counties accepted the responsibility as county coordinator working with local leaders and agencies. Major areas considered in planning such an activity included:

- Locating adequate facilities
- Providing professional and lay leadership
- Providing training for camp staff
- Arranging financial support
  - Money for food, staff and miscellaneous items
  - Additional shoes and clothing for youth
  - Project resource materials
  - Small awards and incentives
  - Sheets, towels and toilet articles
  - Transportation
  - Health examinations and immunizations
  - Additional recreational equipment
- Recruiting and selection of campers
- Planning suitable menus and food supply
- Planning detail camp program
- Planning ways and means of reporting activity to sponsoring individuals and groups

Description of Camp Facilities

The rented camp facilities are located on 40 acres of timbered hill land 12 miles north of Batesville, Arkansas. The facilities belong to a local county church association. The facilities are not modern but adequate. The properties consist of a large dining hall and kitchen combination, an assembly and recreation hall and two large rustic bunkhouses. The bunkhouses are made of rough lumber with concrete floors, each with showers and toilet facilities.

A spring-fed stream on the property furnishes a swimming area. There is ample space for recreational activities such as baseball, volley ball, horseshoe, etc.

Although the campsite is located in a rather isolated area and the buildings are rugged, it did provide an excellent atmosphere and place to work with youth.

Contributions: Monetary—Materials, etc.

The first organized group to consider the camp proposal was the five-county Area Development Council. This is a voluntary group of leaders interested in the economic and social development of their area. This group of key leaders voted to furnish leadership in getting various county organizations and agencies involved. A detailed explanation of the camp proposal was given to the area group and intensity of interest was evidenced by one leader spontaneously contributing $100 for his county at the area council meeting. Each of the small counties agreed to contribute $100, provide transportation, arrange for medical examinations, and provide other necessary support for the youth attending from their county.

Independence County, which is the largest of the five counties, agreed to be the major sponsoring group for leadership. The Batesville Kiwanis Club agreed to provide $150 plus any additional recreational equipment needed. The Batesville Junior Auxiliary agreed to contribute $200, arrange for needed clothing, swimsuits, register youth at camp, teach classes in crafts, sewing, personal health, and first aid at each session. Voluntary leadership from this group worked many hours and provided outstanding leadership for the camp.

Dr. Bob Smith had a special interest in the camp and was one of several physicians who gave physicals.

Mr. I. N. Barnett, local businessman, presented each participant with a Bible.

Mary Sue could not fully participate in active games, so a place was found for her as an entertainer.

The Independence County Medical Society provided free medical examinations for youth from their county if this service was not provided by the Welfare Department. The medical profession cooperated in most of the counties in a similar manner. In each county the Welfare Department cooperated in paying for medical examinations for the children of their clients. No camper was required to pay for their medical examination. If a small fee was charged, local leaders provided funds for the examinations. All necessary immunizations were furnished without charge by the State Health Department. In one county without a county health department this service was provided without charge by the local physicians. The Independence County Extension Homemakers Clubs and Batesville Junior Auxiliary each provided 40 used sheets for the camp. Extension Homemakers Club in Fulton County furnished swimsuits and cash donations. The Junior Auxiliary provided used clothing valued at over a hundred dollars. A Batesville building contractor contributed 75 pre-cut stools, ready to assemble, sand and paint. The contractor also furnished paint and sandpaper for all craft and woodwork for the boys as well as pre-cut material for two large picnic tables. After the boys assembled and painted the tables they were donated to the camp. The Independence County Judge used county equipment and labor to improve the swimming hole. A department store owner provided each camper with an attractive Bible. In each of the four smaller counties, the cash needed was raised by civic clubs, farm organizations and individuals.

The National 4-H Club Foundation, Washington, D. C. was the major sponsor. The foundation contributed $2,500 as a part of their continuing program efforts to determine ways and means of helping more young people through 4-H work. (See Appendix for financial report.) The National 4-H Service Committee, Chicago, Illinois, provided sweatshirts for all participants as well as items used in an awards test.

Area Special 4-H Camp Committee

After the Area Development Council meeting and after several organizations had committed themselves for tentative financial support, a special area committee was organized. The committee met on several occasions to develop plans, discuss problems and review progress. Mrs. Martha Roll was selected as chairman and Leo Rainey, Area Resource Development Agent, was requested to serve as secretary and coordinator of the area committee. Other members of the committee were: Chairmen of each County Development Family Living Committee, a member from the Batesville Junior Auxiliary, Batesville Kiwanis Club, County Welfare and Health Department, county Extension staffs, school officials, and the Farmers Home Administration. In addition to the regular committee meetings, the chairman and secretary often checked with individuals regarding various phases of the program.

Camp Staff Leadership

A local school superintendent with considerable experience in working with disadvantaged youth was employed as camp director at the rate of $110 per week. Two older boys and three older girls were employed as counselors. Two of the counselors the first week and three the second week were college work-study youth assigned to the various county Extension offices. Youth counselors not on the work-study program received $60 per week. The Area 4-H Camp Chairman, Area Resource Development Agent and state Extension Recreation Specialist assisted throughout the two camp sessions. A cook was employed for $70 per week and was responsible for managing all phases of the food program. Two college students were employed at $1.25 per hour as lifeguards and taught swimming at both sessions.

The excellent classes held at the camp required an average of three adults per class. All classes were taught without cost to the camp. Most of the classes were taught by members of the Junior Auxiliary. The Batesville Chief of Police conducted a class each week on the "Law as a Friend of the People." In addition to teaching the class, the Chief visited informally with the young people. The Extension Forester and Recreation Specialist taught classes on nature study, woodwork, and campfire cook-outs. The Independence County Assistant Extension Agent and Extension Home Economist also assisted with various phases of the program.

A very important responsibility of the staff at the close of each day's activities was the staff conference. It was at this time various problems were discussed and solutions worked out. Also plans for the next day's activities were reviewed.

Enthusiasm, dedication and hard work are contagious and were reflected through the staff and camp participants.

A common expression made by the boys after washing and combing their hair was, "I look so different."

Selection of Participants

Guide for selection of campers were:

1. Youth who had never attended a camp and who would not otherwise get to attend one.
2. Youth who were not being reached by any youth organization.
3. Youth from families with limited financial resources.
4. Youth who could be motivated toward higher goals.
5. Youth from 9 to 15 years old.

A subcommittee was set up in each of the five counties. Subcommittee members included individuals from the welfare and health departments, public school officials and Extension agents. Subcommittee members made personal family visits with the young people nominated to attend. A special application form was developed for use in recruiting the youth (see Appendix). A number of youth contacted did not wish to attend and many parents did not encourage them. Usually the youth who did not want to attend were among the poorest families and the furtherest distance from the campsite. Other reasons given for those who failed to attend were. timidity, lack of parents' consent, and last minute conflicts due to illness, work, etc.

Through personal visits, it was possible to determine area of interest, level of understanding and whether additional clothing and swimsuits were needed. In many instances it was necessary to visit the families more than once to obtain approval of parents for their children to attend. This phase of camp organization is one of the most important, is time consuming and requires considerable skill in dealing with disadvantaged families.

Description of Youth and Families

The 178 youth ranged in age of 9 to 15 years. The average age for boys was 11.8 years and that of girls was 11.6 years. (See Appendix VIII) The number of children in each family ranged from one to ten. Twenty-three percent of the families had three children and 20 percent of the families had four children. Only 62 percent of the families had both father and mother in the home. Although information on the families was not complete, generally homes with only one parent was the result of health and family relation problems.

Slightly over half of the families were receiving welfare assistance. Half of the families had incomes of about $2,000 while one-fourth had less than $2,000. Twenty-five percent of the families had incomes of $3,000 or more. These young people lived in homes with two to seven rooms. About 51 percent of the family homes had four rooms with only one home having as many as seven rooms. Conditions of the homes varied considerably. Most were considered to be substandard, inadequate in size and many in dilapidated condition. Some homes were found to be clean but lacking in furnishings, while others were unsanitary and had little furniture in poor condition.

Mrs. Preston Grace, Jr. demonstrates how to set a table.

Camper demonstrates how to brush teeth.

Mrs. E. A. Jenkerson teaching girls how to care for their hair.

Data on education indicated mothers attended school longer than fathers. A little over 23 percent of the mothers finished high school, whereas only seven percent of the fathers graduated. (See Appendix VIII)

Modern appliances were found in most of the homes. Ninety-three percent of the homes had electricity, 84 percent radios, 75 percent television sets, and 94 percent refrigerators. However, only 50 percent had running water, 50 percent sewing machines and 33 percent with telephones. Data on participants of the first camp revealed that 52 percent of the homes used some type of outdoor toilet facilities.

Camp Work Assignments

Both adults and youth received work assignments. Usually an adult was placed in charge of each work detail. Work details included: washing dishes, sweeping and cleaning dormitories, restrooms, kitchen, dining hall, hauling off garbage and cleaning camp grounds. The young people eagerly accepted responsibilities assigned.

Camp Food Program

The one thing mentioned most often in a complimentary way was the good food. The camp cook was an experienced school lunch program cook. To reduce the food budget, surplus commodities were secured to supplement the food purchased. The purchase of food represented 35 percent of the cash expenditures for the camp. Milk was one of the more expensive single food items since it was served often with meals and during refreshment breaks. No soft drinks were served during the week. Milk, chocolate milk, lemonade, orange drink, and orange juice were served. The camp cook went beyond the call of duty in preparing food specialities such as donuts, cookies, etc.

The cook remarked that in her several years' experience in preparing meals for young people she had never had a group of youth that ate as much food as these children. Some of the young people returned as many as five times per meal to get additional food. Two evening meals consisted of a wiener roast and a foil-burger dinner. The young people seemed to thoroughly enjoy these experiences. Refreshments were served mid-morning, mid-afternoon and during the evening activities. No doubt most of the youth gained weight during the week. At least, nothing was spared in trying to provide all the wholesome food they could eat. Many of the young people said, "We just don't have food like this at home."

General Program Description

The program and organization of the Area Special 4-H Camp was planned in detail which greatly facilitated the execution of the program. All camp staff members were assigned and trained in their respective roles. The older youth who served as counselors were capable leaders and were extremely interested in their assignments.

Providing plenty of good, wholesome food was a major concern of the camp cook, Mrs. Joe Robertson.

What are we going to have for refreshment? It was always a pleasant surprise as expressed by these young people with their popsicle. (Sweatshirts provided by the National 4-H Service Committee, Chicago, Illinois.)

Transportation to the camp was the responsibility of the subcommittee in each of the five counties. Most of the youth were assembled at a central point in the county and transported to the camp in a school bus. Many were brought to the camp by leaders and personnel of the various agencies and organizations.

The campers were registered upon arrival at camp by ladies from the Junior Auxiliary. In order that no young person would feel ill at ease because they did not have sufficient toilet articles, each camper was presented a personal health kit which contained a towel, washcloth, toothbrush, toothpaste, comb, and soap. Campers were furnished blankets, linens, a pencil, an "Area Special 4-H Camp" T-shirt, and an attractive Bible. Some of the youth were furnished additional shoes, clothing and swimsuits. One of the older girls, upon arrival at camp, stated that she forgot her suitcase but she did have a paper bag with a few articles of clothing. Most of the youth brought their belongings in some type of suitcase. The camp staff's thinking was that perhaps the particular girl did not have a suitcase at home, and told her that they had a few extra articles of clothing and she did not have to worry about returning home, thus saving her possible embarrassment. Further investigation proved the girl actually did not have a suitcase to bring the few clothes she had.

During the first week 102 young people from Independence and Fulton Counties attended camp. The second week 76 campers attended from three other counties. The young people were divided into groups with a counselor in charge of each group. Groups of about ten youth per group with a counselor in charge seemed to be ideal. Efforts were made to get a cross section in socio-economic backgrounds represented in each group. At the same time, effort was made to let them make some choice if they needed to be with other individuals to feel secure. Among the 178 campers, 18 were Negro youth. The Negro youth were accepted as other children.

Upon completion of check-in assignment to counselors, camp rules were discussed by the camp director. The youth were requested to take showers and put on their T-shirts which identified their group by colors. Refreshments were served and get-acquainted group games were played the remainder of the afternoon. During the orientation session, the camp director tried to make each camper feel at ease. He informed the participants that very few rules had been made and that the group was to experience a week of fun doing things that young people like to do. As the week progressed, more regulations were announced.

Campers paint new picnic table.

Mr. George Metzler explained how to use hand tools.

Spreading the regulations over an extended period of time, the campers did not feel the pressure of restrictions which might have made them resentful to those in charge.

Based on the appearance of the youth as they arrived at camp, one might not easily identify them as being from extremely low-income families away from home for the first time attending an organized group activity.

School officials were very helpful in arranging transportation for most of the youth attending.

Program Activities

After the first evening meal, a special film on camping safety was shown, followed by a period of devotional service.

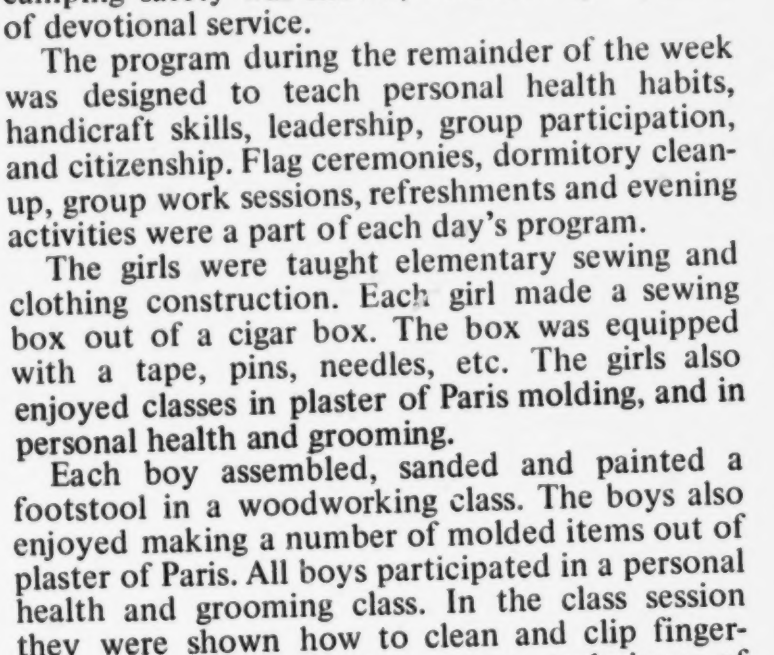
The program during the remainder of the week was designed to teach personal health habits, handicraft skills, leadership, group participation, and citizenship. Flag ceremonies, dormitory clean-up, group work sessions, refreshments and evening activities were a part of each day's program.

The girls were taught elementary sewing and clothing construction. Each girl made a sewing box out of a cigar box. The box was equipped with a tape, pins, needles, etc. The girls also enjoyed classes in plaster of Paris molding, and in personal health and grooming.

Each boy assembled, sanded and painted a footstool in a woodworking class. The boys also enjoyed making a number of molded items out of plaster of Paris. All boys participated in a personal health and grooming class. In the class session they were shown how to clean and clip fingernails, wash and comb hair, proper techniques of brushing teeth, and general cleanliness and dress.

A class on first aid was presented to all youth attending camp. The class was taught by a registered nurse representing the Junior Auxiliary. The Batesville Chief of Police taught a gun-safety and law-abiding class each week. One class period was directed to nature study.

Since one objective of the week's experience was to help the youth become better acquainted with 4-H, one night each week was devoted to a 4-H informational program. The programs were presented by two local Independence County community 4-H clubs. The campers were given an opportunity to join 4-H while at camp.



Clothing Project Work as taught by Mrs. Ed Lupien was especially popular with girls.

Using tools in assembling new picnic table as a gift to the camp.

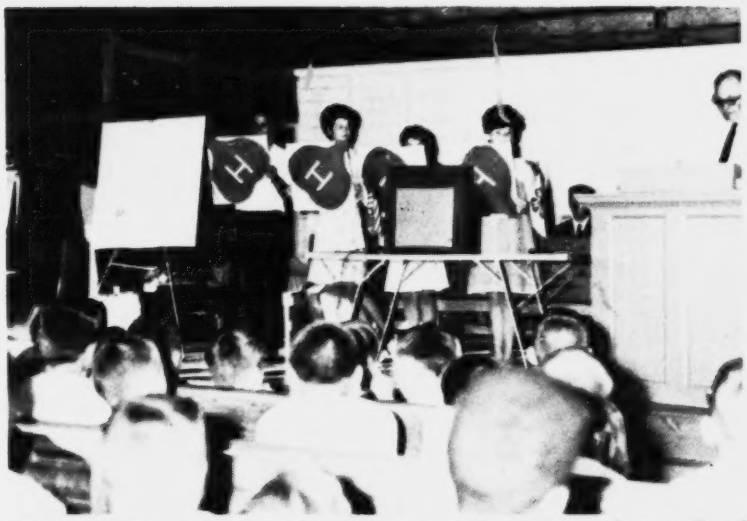
Mr. Raymond Morris, a retired army colonel and main leader of the Plainview Community 4-H Club, and members of his club explain the benefits of 4-H.

Swimming, volley ball, basketball, and group games were the major recreational activities. Each of the five groups were assigned to developing evening activities in which most campers actually participated. The evening programs consisted of talent shows, vespers and games. This type of participation was helpful in developing leadership and confidence in the young people.

Wednesday night was a special night for a wiener roast after which an inspirational campfire program was presented. A local minister who is effective in talking to young people spoke to the group.

On Thursday night each camper prepared his own meal. They were taught to prepare a foil-burger dinner—consisting of a hamburger pattie, slices of potatoes, carrots, onions, and butter—wrapped in aluminum foil and placed in hot coals for an outdoor cookout. After the cookout, watermelon was served as dessert.

On Friday morning, projects were completed, dormitories cleaned and other provisions made to close the camp. After lunch campers departed for home.



Plainview Community 4-H Club members explain what each of the 4-H's represents.

EVALUATION

Survey of Change

Each camper was asked to respond to a questionnaire designed to measure some of the changes which might have occurred during the five days. They were asked to respond to the questions on the first and last days. A counselor read the questions and gave explanation necessary to clarify it.

Changes in skills, social participation, attitudes and knowledge were evident not only in the results of the survey but through general observations.

Data revealed that 53 percent during the past year had played in groups with a maximum of ten youth, but 74 percent participated in group activities of 75 or more during the week at camp.

There was little change in opinion as to where the camp should be held. Most youth indicated the camp was about as far from home as they would like to go. A slight majority indicated they would prefer a camp of one-month duration. However, about half of the youth preferred one to two weeks and only one percent preferred one day.

Every camper had one or more items to take home to show their parents and friends.

Two-thirds of the campers indicated they had not previously received any kind of award. During their week at camp all youth indicated they had received one or more awards.

At the beginning of camp, 77 percent stated that they had never been a 4-H member. During camp 78 percent of all campers joined 4-H with the idea of affiliating with a club in or near their community or helping agents organize a group in their community. Many others wanted to join but thought it wise to consult with their parents. When asked if they wanted to just join, be an officer, or be an organizer of a club, 60 percent wanted to join at the beginning of the session with four percent changing their minds and wanting to be an officer on the last day of camp.

In the first response, a little over 50 percent thought the 4-H Club should meet in a community building. In the final response, a much larger percent indicated it should meet in a community building.

When asked to rank twelve ways they thought 4-H might help them—citizenship, health, and learning about others ranked as the top three.

The counselors were in unanimous agreement that all campers marked improvement in their appreciation of fellow-campers, were more aggressive in activities, and showed marked improvement in social and physical skills.

Mrs. Martha Roll, Camp Committee Chairman, presented all participants a certificate.

Observation of Individual and Group Behavior

There were no serious incidents involving personalities, although a few of the youth did display severe emotional problems.

First, the lack of opportunity for social development was more apparent in the young people from the smaller more rural counties during the second session. Their appearance, personality and attitudes reflected an environment characterized by crowded homes, unsanitary conditions, poverty and lack of social skill. However, there was very little homesickness in these youth as compared to the youth during the first week. During

the first two days of the first session, several youth in the local county asked to go home. All those who asked to go home were girls and generally manifested symptoms of homesickness. Counselors encouraged them to wait a day or two until transportation became available to take them home. By Wednesday, all of the girls had decided that they could stay for the entire week.

Young people attending during the second session were further away from home but there was very little homesickness exhibited. It was the staff's opinion that the youth were getting better food than they had ever had before and were receiving more attention which accounted for the small incidence of homesickness. One of the younger boys who had a history of epilepsy and was too emotional for a camping experience had to be taken home.

The youth from the smaller rural counties attending the second week were unusually quiet during the first two days. There was very little laughing, etc. the first day. The silence in the dining hall was startling during the first meal. However, as the week passed, the youth became more unruly than the youth in the first session. Apparently, the inhibitions and fears had dissipated as the week passed and the youth felt more secure.

Young people from broken homes displayed the more serious emotional problems. One boy whose father had deserted his mother refused to play the first day. He rebelled against all instructions and on several occasions laid on the ground with his arms folded over his face. On the second day one of the staff members spent a great deal of time counseling with the youth. The staff member decided to ask him to be his helper or assistant and assigned him a number of small jobs to carry out. This brought about a complete reversal of his behavior. He became helpful and cooperative to the staff and was eager to assume responsibility. Another young person who had lost both parents in a car accident was somewhat melancholy and listless during the first part of the week. He had been a problem child to his grandparents. His attitude and general behavioral change was markedly improved during the week.

Many of the young people demanded a great deal of personal attention. The counselors were idolized by the young people. This was especially apparent among the girls because they wanted to style their hair like the counselors and emulate them in other ways. The youthful counselors made a tremendous impact on the youth.

One eighteen-year old camper, a school dropout from a family of twelve children, benefited greatly from the camp experience. Although Junior was only in the eighth grade, he had learned to appreciate the value of continuing his education. Among his problems was one of speech impediment. Thanks to two camp staff members who volunteered to pay the bill, Junior is attending speech therapy each week. When the area agent first approached the parents they were not in favor of the training. They thought the boy could not be helped and were afraid it might affect their welfare support. After considerable persuasion, the parents reluctantly agreed to let him attend the classes for a while. Within two months the parents could see that the classes were helping him. His parents' approval is evidenced by the fact that after two months the mother accompanies Junior to his class.

The counties sent letters to all the youth who joined 4-H at Camp. They were given the name of the club nearest their home as well as the meeting dates and times. They were furnished the name of the club leader and encouraged to join the local group.

Also, club leaders were furnished the names of young people from their community and encouraged to personally contact and invite them to join their local group.

Evaluation in Terms of Program Objectives

1. The primary objective of testing camping as an effective way of involving disadvantaged youth not presently being reached by Extension was realized. Most of the 178 youth were from families with less than $3,000 incomes. Over 50 percent of the families were receiving some form of public assistance. Camping was effective in involving the youth and securing support of their parents. Due to the sincere interest of Extension agents and leaders in their children, the families accepted them in their homes and were eager for their advice and counsel. Since the camp, many families have asked assistance of the Extension agents for the first time.

2. The overall behavior of the individual camper was improved. To some degree, the following objectives were achieved:
   a. *Developed a sense of self-worth.* Due to a great deal of personal attention given these youth, they developed a greater sense of self-worth. The adults and counselors helped the individual find his place in the group. Improved attitude towards self was especially evident in personal grooming and health practice. Not only did they have marked improvement of self-perception but also in the perception of self in relation to others. Also, they learned to live in a systematic environment where time schedules were important.

b. *Developed self-confidence.* The many activities provided an opportunity for individuals to appear before the group. Performing before the group helped the camper develop confidence. The workshops and recreational activities were planned to help develop the skills of the individual camper. The young people were especially responsive to grooming and health practices.

c. *Overcame dispair and suspicion.* Providing an atmosphere of love, trust and security by the staff leadership was very helpful in shaping the attitudes of the campers. The Chief of Police was very well accepted by the group. Their experience of visiting with those in authority helped the youth see them as being friendly rather than just punitive.

d. *Developed spiritual and moral values.* Early in the week the devotionals and flag raising ceremonies were frequently interrupted by talking and laughing. After the counselors talked to the group about appropriate behavior for these activities, the young people responded favorably.

e. *Social skills and self-discipline.* Meals and manners provided an opportunity for the youth to learn about better foods and eating habits. Helping the youth gain self-identification was very effective in developing relationships among the campers.

f. *Developed initiative and desire to help themselves.* Once the young people adjusted to the routine schedule, they showed considerable initiative. For example, after the first two days it was not necessary to encourage the youth to clean their dormitory or camp grounds. Also, it was natural that it took considerable encouragement to get the youth involved in project work at the beginning, but later some even asked for permission to work on their project during their recreational or free-time periods.

3. Extension staff members, leaders and counselors gained a greater understanding of how to provide educational experiences for disadvantaged youth. Home visits helped uncover some basic needs of this clientele of youth. In most cases, the home environment was less than satisfactory. After the young people made the initial adjustment, they were eager to participate and often volunteered to take leading roles in the assembly programs. The lack of opportunity is perhaps the greatest handicap these youth face in personal development.

The many hours of detail planning greatly facilitated the execution of the program. At the close of each day all staff members discussed in conference activities and problems of the day and plans for the next day.

4. Agents and leaders learned a great deal about organizing, planning, executing, and evaluating camping programs for the disadvantaged. There are many details and responsibilities involved in successfully planning a camping experience for this clientele of youth.
5. Extension agents and leaders learned a great deal about the behavior of disadvantaged youth. The desire to participate, the need for accomplishment, and other behavioral traits were observed.
6. Extension agents and leaders gained rapport with many low-income families as a result of the camp. Calls for Extension help in production and homemaking practices have come from some of the families. They seemed appreciative of the interest shown in their youth and generally were anxious for their children to attend camp.

REPORTING

No doubt one of the major factors contributing to the success of the camp was the leadership of Mrs. Martha Roll, chairman of the area planning committee. Although she was needed to help operate her family's commercial poultry business, she spent an average of 16 hours per day at the camp. She helped plan and purchase supplies, helped in camp routine operation and displayed unusual dedication throughout the months in preparation for the camp.

For several weeks following the camp, Mrs. Roll made formal reports using colored slides to the Kiwanis Club, Rotary Club, Batesville Junior Auxiliary, Parent-Teachers' Association, Independence County Development Council, and a church group. In her remarks to these groups she said, "The effort to help these youth has been the most satisfying experience in community work that I have ever had." This is especially impressive if one is familiar with the active leadership role she has played in many Community Improvement Programs over a number of years.

All the counselors, without exception, expressed a desire to help in future camps. These youth reported their experiences to many groups and individuals. All groups who have received the report on the camp have praised the effort highly.

The Area Resource Development Agent took over 100 colored slides and black and white prints to use in reporting. In his normal travel throughout the area, he has had an opportunity to visit with over 40 of the youth. Without exception, all of them wanted to know if they could attend camp again next year. The Extension agents in the five counties said it was very common and

satisfying to see camp T-shirts and 4-H sweatshirts being worn by the youth in their respective communities and schools.

Enthusiastic support has been received from previous sponsors for having a similar camp on a regular basis. All previous local sponsors indicated they would increase their monetary contributions substantially for future camps. All future financial support will be obtained from within the five-county area.

Reporting to the sponsoring groups is one of the most important phases of the planned program. Without a planned system of reporting, support will not likely be forthcoming.

SUMMARY STATEMENTS

1. A camping program may be used as an effective instrument in gaining rapport with disadvantaged youth and their families.
2. Youth from disadvantaged families can profit from a five-day camping experience and may result in the participant's continued growth through involvement in a local 4-H Club.
3. Disadvantaged youth will respond to an invitation to participate in a camping experience. Youth who fail to respond favorably the first year are usually easy recruits by previous participants the next year.
4. Camping is an effective way to utilize energy resources of local adults in an educational program for the disadvantaged which otherwise would not be used.
5. Widespread interest and support from both public and private organizations, agencies and individuals can be developed in providing a camping experience for disadvantaged youth.
6. A camping experience for the disadvantaged does not necessarily take elaborate camping facilities.
7. Adequate facilities, interest and support in this type of educational activity may be found in many areas where disadvantaged youth can be served.

Age Range of Camp Participants

Age	Boys		Girls		Boys and Girls	
	Number	Percent	Number	Percent	Number	Percent
9	9	9	7	8	16	9
10	16	16	17	21	33	19
11	13	14	13	16	26	15
12	28	29	17	21	45	25
13	11	11	16	19	27	15
14	15	16	9	11	24	14
15	4	4	3	4	7	3
Total	96	100	82	100	178	100
Ave. Age	11.8		11.6		11.7	

Formal Education of Parents

	Father	Mother
Less than 4th grade	22%	9%
5th to 7th grade	18	11
Completed 8th grade	35	31
Some high school	18	25
Completed high school	7	24

Appendix I

Plans for Staff Leadership
Area Special 4-H Camp
1967

Camps ..... June 26-30 - Independence (55 children), Fulton (30 children)
July 3-7 - Izard, Sharp, Stone (30 each)

Major Sponsors ..... National 4-H Foundation, Batesville Junior Auxiliary, Batesville Kiwanis Club, Area Development Council, Coordinating Group - Independence County Family Living Committee, Martha Roll, chairman, (prior camp plans), Arkansas Agricultural Extension Service, Leo Rainey, Area Resource Development Agent.

Director ..... Henry Carlisle
Duties - assume responsibility of directing all chairmen in carrying out responsibilities at the camp. Will be in charge of all personnel including cook, counselors and leaders during the camp period.

Selection of Campers .. By local agencies and organizations in each county.

Transportation ..... By local agencies and organizations in each county.

Registration ..... Mrs. Price Powell, chairman
Utilizing Batesville Jr. Auxiliary volunteers

Suggestions:
(1) Check list of campers needed
(2) Someone to hand out sheets, blankets
(3) Someone to give personal health kits
(4) Direct to proper counselor for bed assignment

Food Committee ..... Martha Roll, Relda S. Washburn, Mrs. Joe Robertson
Duties - (1) Plan menus, buy all food
(2) Arrange for additional help in kitchen
(3) Develop plan to use campers in dining hall. Coordinate with Mr. Carlisle.
(4) Plan to get commodities from Little Rock and store them. (Application is already approved.)
(5) Refreshments at breaks
(6) Assist in planning cook-out

Clothing Committee .... Mrs. Max Clark, Batesville Junior Auxiliary
Duties - arrange for needed clothing for campers who need it.

Training Classes ..... Each chairman to see that all necessary materials and instruction is available.

Crafts ..... Batesville Junior Auxiliary, Mrs. John Stevenson
(Plaster of Paris Molds)

Sewing Class ..... Batesville Junior Auxiliary, Mrs. Ed Lupien

First Aid Classes ..... Batesville Junior Auxiliary

Personal Health and Grooming ... (Girls) Mrs. John Stevenson
(Boys) Dr. Gene Word

Woodwork ..... George Metzler - Seniors (13-15 age)
* Paul Shaver - Juniors (9-12 age)

Nature Study ..... Dean Wallace

Inspirational speaker arrangements (Wednesday night) - Martha Roll

Campfire Programs

Cook-outs ..... George Metzler

Transportation ..... Martha Roll (coordinate Welfare and cooperating groups in providing camper transportation)

Get-acquainted Games

Group Singing ..... * Ida Sue Hicks

4-H Information Programs - Howard Young, County Agent (one night per week)
Bill Bradley, Assistant County Agent

Evaluation ..... Dr. Gene Word and all camp staff members

*Ida Sue Hicks and Paul Shaver will serve as assistants to Mr. Carlisle.

Names and addresses of Camp Staff

Director - Henry Carlisle, McHue Route, Batesville, Arkansas 72501
Chairman - Mrs. Leland Roll, Newport Route, Batesville 72501
Cook - Mrs. Joe Robertson, Route 4, Batesville 72501
Coordinator - Leo Rainey, P. O. Box 1502, Batesville 72501
Counselors -
Paul Shaver, Route 2, Batesville, 72501
Gene McBride, Salem, Arkansas 72576
Carol Reeves, Calico Rock, Arkansas 72519
Lillie Younger, Box 18, Rushing Route, Mountain View, Arkansas 72560
Darrell Berry, c/o County Extension Office, Mountain View, 72560
Anne Roll, Newport Route, Batesville, 72501
Susie Roll, Newport Route, Batesville, 72501
Linda Ransom, Pleasant Plains, Arkansas 72568
Ida Sue Hicks, W Ross Street, Batesville, 72501

Appendix II

APPLICATION FORM

Area Special 4-H Camp, 1967
Batesville, Arkansas
Independence, Izard, Sharp, Stone, Fulton

Name _____ Age _____

Address _____ Grade _____

I have never had the opportunity to attend an organized camp for boys and girls and wish to attend the Area Special 4-H Camp to be held near Batesville this summer.

_____
Signature of Boy or Girl

STATEMENT BY PARENT

I approve of _____ attending the
(Name of Boy or Girl)
Area Special 4-H Camp. He (She) is in good health, has no contagious diseases and is able to participate in camp activities.

_____
Signature of Mother or Father

PERMISSION FOR SWIMMING

_____ has my permission to go swimming
(Name of Boy or Girl)
as a part of the program of the Area Special 4-H Camp. (Lifeguards will be on duty.)

_____
Signature of Mother or Father

Appendix III

Area Special 4-H Camp - 1967

Instructions on Medical Examination
and Immunization

TO THE PARENTS - (1) Contact the Independence County Health Office immediately to see if all needed shots on your child are up to date. This should be done as soon as possible. You should go to the office on Mondays or Fridays.

(2) Go to your family doctor for a medical exam. Take this form with you. He will give you a physical and complete a school medical and nursing record. Take this completed report to the county health office and leave it there.

The Independence County Medical Society has agreed to provide medical exams for this camp or you will be advised if other arrangements have been made.

Name of Camper _____

Parent _____

Certified:

Leo Rainey
Area Resource Development Agent
University of Arkansas Extension
Service
Phone RI. 3-3409

Void after June 26, 1967

Appendix IV

Schedule of Activities
Area Special 4-H Youth Camp
Batesville, Arkansas
1967

Monday

2:00 - 3:30 P.M..... Registration
3:30 - 3:45 ..... Refreshments
3:45 - 4:15 ..... Camp Rules
4:15 - 5:00 ..... Group Planning Sessions
Group 1 - Flag Ceremony for Tuesday
Groups 2, 3 - Evening Activity (for Monday night)
Group 4 - Vespers (Monday night)
5:00 - 5:30 ..... Group Games
5:30 - 5:45 ..... Clean up for supper
5:45 ..... Flag Ceremony by Group One
6:00 ..... Supper

7:00 - 9:15 ..... Evening Activity
Camping Film
9:15 - 9:30 ..... Refreshments
9:30 ..... Vespers - Group 4
10:00 ..... To Bed

Tuesday

6:30 A. M. ..... Get up and wash
7:00 ..... Flag Ceremony - Group 1
7:15 ..... Breakfast
8:00 ..... Clean up dorm and inspection
8:15 ..... Work sessions
All Girls - Grooming and Health
All Boys - Grooming and Health
9:45 ..... Refreshments
10:00 - 11:00 ..... Group Games
11:00 - 11:45 ..... Group Planning Sessions
Group 2 - Flag Ceremony for Wednesday
Groups 1, 4 - Evening Activity (for Tuesday night)
Group 3 - Vespers (for Tuesday night)
11:45 ..... Wash up
12:00 noon ..... Lunch
12:45 P.M..... Rest Period - Free time

Tuesday Afternoon Schedule

	Boys (9-12)	Boys (13-15)	Girls (9-12)	Girls (13-15)
1:30 - 2:30	Swimming	Woodwork	Clothing	Craft
2:30 - 3:30	Woodwork	Swimming	Craft	Clothing
	Serve Refreshments			
3:30 - 4:30	Woodwork	Woodwork	Swimming	Clothing
4:30 - 5:30	Group Games	Group Games	Group Games	Swimming

5:30 - Clean up for Supper
5:45 - Flag Ceremonies by Group 1
6:00 - Supper
7:00 - Evening Activity - 4-H Club Informational program - First Week
Group Activities - A few Group Games by
Groups 1 and 4
9:15 - Refreshments
9:30 - Vespers by Group 3
10:00 - To Bed

Wednesday

6:30 A. M. - Get up and Wash
7:00 - Flag Ceremony by Group 2
7:15 - Breakfast
8:00 - Clean up Dorm and inspection
8:15 - 9:00 - Gun Safety - Law Enforcement (Chief Mitchum)
9:00 - 9:45 - First Aid
10:00 - Refreshments
10:15 - First Aid
11:15 - Group Planning - Group 3 - Flag Ceremony for Thursday
Groups 1 and 4 - Plan Campfire Games
Group 2 - Vespers (Wednesday night)
11:45 - Wash up for Lunch
12:00 noon - Lunch
12:45 P.M. - Rest Period

Afternoon Schedule

	Boys (9-12)	Boys (13-15)	Girls (9-12)	Girls (13-15)
1:30 - 2:30	Craft	Woodwork	Clothing	Swimming
2:30 - 3:30	Woodwork	Craft	Swimming	Craft
	Serve Refreshments			
3:30 - 4:30	Woodwork	Swimming	Craft	Clothing
4:30 - 5:30	Swimming	Group Games	Group Games	Group Games

5:45 - Flag Ceremonies by Group 2
6:00 - Wiener Roast
7:30 - Campfire Program - Inspirational talk
9:15 - Refreshments
9:30 - Vespers by Group 4
10:00 - To Bed

Thursday

6:30 A. M. - Get up and Wash
7:00 - Flag Ceremony by Group 3
7:15 - Breakfast
8:00 - Clean up dorm and inspection
8:15 - Nature Study (First Week)
9:30 - Refreshments
9:45 - Group Games
11:00 - Group Planning Sessions - Group 1 - Vespers (for Thursday night)
Groups 2 and 3 - Prepare for Talent Show
Group 4 - Flag Ceremony (Friday)
Talent (Thursday night)
11:45 - Wash up
12:00 noon - Lunch
12:45 P.M. - Rest Period

Afternoon Schedule

	Boys (9-12)	Boys (13-15)	Girls (9-12)	Girls (13-15)
1:30 - 2:30	Craft	Craft	Swimming	Clothing
2:30 - 3:30	Craft	Woodwork	Craft	Swimming
3:30 - 4:30	Swimming	Woodwork	Clothing	Craft
4:30 - 5:30	Group Games	Swimming	Group Games	Group Games

5:45 - Flag Ceremony by Group 3
5:55 - Clean up for Supper
6:00 - Cook-out
7:30 - First Week - Talent Night Second Week - 4-H Program
9:15 - Refreshments
9:30 - Vespers by Group 1
10:00 - To Bed

Friday

6:30 A. M. - Get up and Wash
7:00 - Flag Ceremony - Group 4
7:15 - Breakfast
8:30 - Workshop - Complete Projects
10:00 - Refreshments
10:15 - Free time and clean up area
11:30 - Clean up for lunch
12:00 noon - Lunch
1:30 P. M. - Check-out

Visitors Day (Youth Committee Members)
Izard, Sharp, Stone -- Thursday night
Fulton, Independence - Thursday night

Monday, July 3	Tuesday, July 4	Wednesday, July 5	Thursday, July 6	Friday, July 7
	Orange juice Scrambled eggs Bacon Assorted cereal Biscuits-Butter Jelly Chocolate milk Milk	Orange juice Scrambled eggs Sausage Gravy Biscuits-Butter Jelly Milk	Tomato juice Scrambled eggs Bacon Assorted cereal Cinnamon toast Milk	Orange juice Scrambled eggs Bacon Assorted cereal Buttered toast Jelly Milk
	Beef stew English peas Combination salas Corn bread-Butter Milk Banana pudding	Meat loaf Dried beans Sliced tomatoes Corn bread-Butter Iced tea Peach cobbler	Fried chicken Rice and gravy English peas Applesauce Iced tea Hot rolls-Butter Cake	Chopped beef & gravy Corn-green beans Congealed fruit salad Biscuits-Butter Milk Cookies
Hamburgers Shoe-string potatoes Pickles Tomatoes Onions Milk Donuts	Barbecued chicken Baked beans Cole slaw Sliced tomatoes Hot rolls-Butter Iced tea Watermelon	<u>Wiener Roast</u> Hot dogs Pickle relish Mustard Potato chips Orange drink Roasted marshmallows	<u>Cook-Out</u> Hamburger Potatoes Onions Carrots Sliced tomatoes Lemmonade Watermelon	

Area Special 4-H Camp

CERTIFICATE OF PARTICIPATION

This is to certify that _____

of the _____ County

has successfully participated in project work, Social and Recreational Activities at the Area Special 4-H Camp.

_____ _____ _____

Agricultural Extension Service Date Area Special 4-H Camp Director

Appendix VII

Financial Statement
Area Special 4-H Camp

Cash Revenue:

National 4-H Foundation	$2,500.00	
Kiwanis	175.00	
Batesville Junior Auxiliary	200.00	
Four counties	415.00	
Total cash contribution	$3,290.00	

Expenditures:

Wages (director, counselors, lifeguards)	$ 808.00
Insurance	70.35
Laundry	12.00
Camp rent	140.00
First aid kit	17.96
Fireworks for July 4th	20.00
Recreational equipment	26.38
Clothing	158.35
Personal Health kits	205.31
Workshops resources materials	173.11
Food supplies	896.23
Total cash expenditures	$2,528.39
Total cash contribution	3,290.00
Balance carryover to 1968 camp fund	761.61

Contributions - Estimated Value

Pre-cut footstools - material and labor	$ 70.00
Two pre-cut picnic tables	40.00
Paint, nails, sandpaper & brushes	15.00
42 yds. of cloth material and tape measures	25.00
Used clothing	115.00
190 Bibles (actual wholesale cost)	161.50
Medical examinations - approximately 100 made by physicians, 78 provided by Welfare @ $3.00	534.00
Transportation for youth	400.00
180 4-H sweatshirts @ $2.00	360.00
Other small awards	55.00
Surplus foods	100.00
Total estimated	$1,875.50

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